

## Early Years Foundation Stage (Reception) Maths Curriculum Map

| EYFS<br>(Reception)                                                                                                                                                                                                                                                                                                                                                                | Autumn 1                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b><u>Number</u></b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> | <p>To recognise numbers 0-3</p> <p>To begin to subitise to 3 (Conceptual and perceptual)</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3 including number bonds</p> <p>To match the number to quantity up to 3</p> | <p>To recognise numbers 0-5</p> <p>Explore cardinal/ordinal numbers</p> <p>To begin to subitise to 5 (Conceptual and perceptual)</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5 including number bonds</p> <p>To match the number to quantity up to 5</p> | <p>To recognise numbers 0-8</p> <p>To subitise to 5 (Conceptual and perceptual)</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8 including number bonds</p> <p>To match the number to quantity up to 8</p> | <p>To recognise numbers 0-10</p> <p>Recap cardinal and ordinal numbers</p> <p>To explore the composition of 9 and 10 including number bonds</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To recognise the addition symbol.</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To match the number to quantity up to 10</p> | <p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore the composition of numbers above 10 to 20 using tens and ones</p> <p>To understand the difference between teen and "ty"</p> <p>To estimate a number of objects up to 10</p> <p>To know addition and subtraction facts to 5</p> <p>To recognise subtraction symbol</p> | <p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts within 10</p> <p>To estimate a number of objects up to 20</p> <p>To recognise addition, subtraction and equals symbols</p> <p>To create simple number sentences using numerical symbols.</p> |

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| <p><b><u>Numerical Pattern</u></b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5 and back</p> | <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10 and back</p> | <p>To count to 15 and back from any given number</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the difference between odd and even</p> | <p>To count to 20 and back from any given number</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p> | <p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order non-consecutive numbers e.g. 13, 15, 19</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> | <p>To count to 30 and beginning to count higher (100).</p> <p>To double numbers up to 10 and begin to recognise the pattern</p> <p>To find half of even numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p> <p>To recognise the pattern of odd and even numbers above 10</p> <p>To understand that even numbers can be shared equally between 2 and odd numbers can't.</p> |
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